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AUTHOR Manikas, William T.
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ABSTRACT

As society becomes more individualized in production techniques and the college-aged population becomes more diverse, education must adjust to help the individual cope with a world full of rapid change. Recent research has opened new doors to understanding how individuals learn, and this understanding should be used to develop programs and instructional methods that will lead to individual growth and creativity and will focus on the affective dimensions of learning. Research on the development and specialization of the brain indicates that traditional middle-class students and traditional educational programs tend to be left-hemisphere oriented, while non-traditional students, especially those from urban and poverty areas, tend to be right-hemisphere preferenced. For these students, who excel at holistic and spatial functions and for whom the emotional dimensions of learning are more important than cognitive dimensions, new teaching methods and utilitarian, relevant, multi-sensory, and cross-disciplinary curricula should be developed. Particular care should be used in shaping developmental education. In contrast to currently used models of developmental education which mix regular and remedial education, a full-fledged program is intensive and holistic, focusing on affective-sensory as well as cognitive learning, and containing courses in integrated communication skills, developmental math, and study, survival, and coping skills. (AYC)

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HOLISTIC TEACHING

Dr. William T. Manikas

Professor Hist/Pol Sci.
Gaston College
New Dallas Highway, Dallas 28034

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HOLISTIC TEACHING

I. Introduction

The post-industrial "Third Wave" revolution is individualized production. Education will be the same; it will be individualized "educational production."

II. Current Situation

The following figures and statements reflect the current crop of functional illiterates who constitute at least 23 million Americans over 16 years of age (Northcutt et al., 1975):

- a) 90% of incoming community college students possess verbal deficiencies;
- b) 50% of university freshmen possess verbal deficiencies;
- c) Still a high percentage of functionally illiterate graduate from our schools and colleges;
- d) Migrant workers are another source of functionally illiterates;
- e) Adult immigrants are another source of functionally illiterates;
- f) About 50% of adults read below the 7th. grade level.

The college-age population is changing. It is diverse in age, culture, ethnic background, and race. Traditional "college material" students are in decline.

High attrition rates correspond to the diversity in student body.

III. Curriculum Change

A. Rapidly Changing Society

As our society has become more individualized in production and as the college age has become more diverse, education must change to help the individual to cope with a world full of rapid change. There is a new pattern of doing things, of living, sweeping through our society which will usher in a new civilization. This new civilization will be more sane, sensible, sustainable, decent, democratic and individualistic.

In the area of work, we are moving beyond the factory system and mass production. Due to economics, high-technology, robots, and computers, the factory no longer is the home of mass production. Instead of manufacturing millions of identical and standardized parts, the factories are manufacturing short runs of partially or completely customized products. For example, T-shirts are mass produced overseas. But now, cheap fast heat presses make it economical to imprint designs or slogans in very small batches.

More and more routine manufacturing has been farmed out to the developing countries---South Korea, Mexico and Algeria. For example, T.V. parts are made overseas and the T.V. is assembled here. More and more auto parts are made overseas and assembled here. This pattern will allow for mass production of components and sub assemblies but they will be assembled in a myriad of ways.

So factory work will be demassified. Products will be tailored made. All this is possible due to the computer, specialized machinery, high technology and robots (Toffler, 1980).

The futurist, Marvin Cetron has predicted that:

- a) Within five years, a computer will be in every home because prices will drop drastically and people will be able to buy used computers like used cars;
- b) Students will attend school three days a week and spend the other two days studying at home using computers. High schools will require four years of English, math and social studies, three years of one science such as chemistry or physics and two years of computer science;
- c) Robots will take over the hardest factory jobs and people will work as few as 10 hours a week by 2010 (Charlotte Observer).

Because of these many changes in the world of work, education will no longer be viewed as the institution that leads to the good life. The idea of working for money is changing. People will be paid more for less desirable jobs because many will avoid them. People in the future will work for fun, fulfillment, development, etc. Education will have to "retool" midlife students for new jobs and new lives. Most future jobs will not require four-year degrees. Teaching and nursing are the exceptions. Computer operators, restaurant and fast food operators will not need degrees.

B. Individualized Curriculum

College education must be geared to individual fulfillment, individual growth, creativeness and to the affective levels. People must be able to cope in the social context.

Studies reveal that the emotional dimension of learning--attitudes, beliefs, feelings, values, emotions--are important influences on cognitive learning (Kozma et al., 1978). Students in the 1970's ranked personal growth (positive-self-concept) as a top goal in college careers.

C. Brain Specialization

Recent research on the development and specialization of the brain has opened new doors to understanding how individuals learn. There is specialization of the two hemispheres of the brain which has implication for learning. Individuals are right-hemisphere preferenced or left-hemisphere preferenced. This determines ones thinking patterns. It determines how most of the information received by the individual will be processed.

The traditional middle class student is "left-hemisphere" preferenced and is adapted to the traditional educational programs (TenHouten, 1976). Taking traditional history courses, math and science courses and literature and composition courses, the traditional, middle class student has demonstrated reading and study skills--reading skills at least the 9th. grade level; and he reflects good motivation and a success identity.

For example, most reading instruction is aimed at the left hemisphere. It is logical and sequential. Phonics is built on part-to-whole or in sequence. Learning the sound is done part-to-whole, or in sequence.

But, there are individuals who have to learn whole-to-part. What happens to them, who cannot learn phonics, who can learn only the whole word? They will stay in phonics until they still cannot read. They have started their career of failure in school. Examining hemispheric specialization and dominance and identifying individual thinking patterns will lead us necessarily to develop teaching methods that will meet the needs of the "right-hemisphere" preferenced individual.

In the last twenty years, due to the community college movement and easier access to financial aid, a larger proportion of urban and poverty students are attending college. Recent studies indicate that students from urban and poverty areas are "right-hemisphere" preferenced and are adapted to excel at holistic and spatial functions (Hudgens, 1979). To this type of student, the emotional dimensions of learning; attitudes, beliefs, feelings, values, and emotions are more important than cognitive learnings. To this type of student, attitudes, feelings, beliefs, and values are the affective outcomes of learning. Education must help this student to resolve who he is, how he feels about himself, and how he is going to cope with the outside world and the world of rapid change.

Cognitive Styles Characteristic of The Two Hemispheres of the Brain

<u>Left-Brain</u>	<u>Right-Brain</u>
(1) Verbal Activity	(1) Spatial Activities
(2) Processing Style	(2) Processing Style
Analytical	Synthetic
Technical	Parallel
Rational	Simultaneous
Sequential	Holistic
	Gestalt
(3) Kinds of Thinking	(3) Kinds of Thinking
Propositional	Appositional
Logical	Relational
Abstract	Sensing and filling in gaps
(4) Remembers in Words	(4) Remembers in Images

Studies in the 1970's revealed that the students value a curriculum that:

- a) they perceive as relevant and necessary;
- b) they perceive as having an affect on their personality and values.

In other words the personality of a student is an important variable in terms of student success.

Further research has revealed that right-hemisphere preferred students have the following characteristics (Vitale, 1982):

- a) Appears to daydream.
- b) Talks in **phrases** or leaves words out when talking.
- c) Uses his **fingers** to count.
- d) Draws pictures on the corners of his **homework** papers or dittos.
- e) Has difficulty following directions.
- f) Makes faces or uses other forms of non-verbal communication.
- g) Displays fine motor problems (cutting, writing or pasting) when asked to conform or do structural tasks. Fine motor problems rarely appear when the individual is doing something he has selected.
- h) Is able to recall places and events but has difficulty in recalling symbolic representations such as names, letters and numbers.
- i) May have difficulty in phonics or decoding skills.
- j) Is on the move most of the time.
- k) Likes to work part-way out of his seat or standing up.
- l) May exaggerate when retelling an event in which he has been involved.
- m) Often has a messy desk.
- n) Has difficulty in completing his work on time.
- o) Likes to take things apart and put them back together again.
- p) Displays impulsive behaviour.
- q) Tries to change the world to meet his own needs.
- r) Likes to touch, trip and poke when relating to other individuals.

- s) Goes to the pencil sharpener often.
- t) Gets lost coming to the classroom.
- u) May forget what he went to his room to do.
- v) May be very good in athletics, but poor in subjects such as English.
- w) Will give the right answer to a question; but will be unable to tell you where it came from.
- x) Will often give responses that are unrelated to what is being discussed.
- y) May be a leader in the class.
- z) May chew his tongue while working.

If we are to succeed at the community college level, we must develop a curriculum which is a) utilitarian, b) relevant, c) multisensory, and d) receptive to holistic and cross-disciplinary thrusts (Roueche, 1980). A curriculum is utilitarian if it enhances a learner's ability to provide a living. A curriculum that relates to an individual's cultural and historical background--his life in general--is relevant. A multisensory curriculum is one that has a variety of methods depending upon a student's interests, goals, and needs. To be holistic a curriculum should integrate the arts, sciences, social studies and other disciplines.

IV. Holistic Curriculum

A. Student Needs

Since most incoming students to the community college possess verbal deficiencies; since a large proportion of community college freshmen are from urban and poor areas and are "right-hemisphere" preferred, the curriculum must be shaped to meet their needs.

Many colleges have their students take a mixture of regular courses and remedial courses. This is illogical and unfair. While the students are taking remedial English and reading, they are doing poorly or failing in the regular courses because they cannot handle the reading and writing assignments.

B. Developmental Education

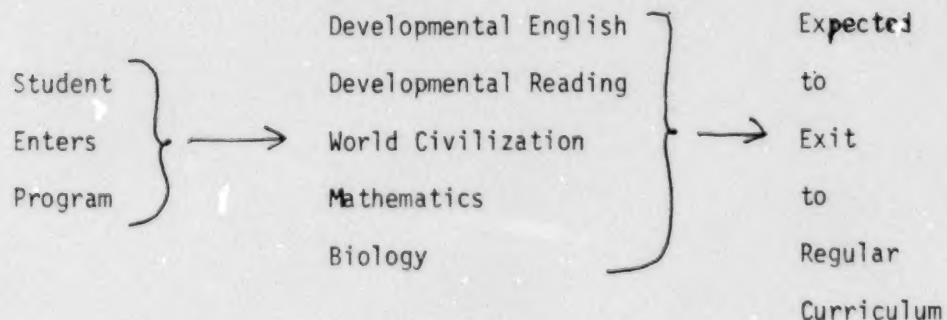
In stead, these students need intensive care. Intensive care is defined as a semester long or year long, full-fledged developmental program. A developmental education program is holistic education. It helps the student to learn how to succeed, how to be a more responsible and fully functional human being. We should help the student to be more alive, more aware, more in control. We should teach basic skills.

Remedial students tend to be more "right-hemisphere" oriented. The right hemisphere of the brain specializes in synthesis, non-linear, holistic and gestalt-like functions (Roueche, 1980). Its strengths is in images, pictures, faces, spatial and holistic patterns. For example, a melody depends on the relation between the notes rather than the notes themselves. Or a mosaic of tiny patches of color by themselves are meaningless. Together, however, they make up the scene we observe. We actually see the scene as a meaningful whole. Nonverbal **tasks** such as music, art, etc. are easily accomplished by "right-hemisphere" preferenced students. These students perceive the whole as opposed to the details.

Sensory and easthetic experiences are helpful toward teaching the "right-hemisphere" preferenced individual. There is more to the individual than just intellectual faculties and cognitive outcomes. Social, emotional, physical, aesthetic and spiritual development must be nurtured, too. Sensory learning must be added to the three R's. Learning **about** music and art involves the learning of sensation, emotion and **personal** expression. Art and music have stimulated improvements in math, reading, science and other subjects. (Williams, 1977).

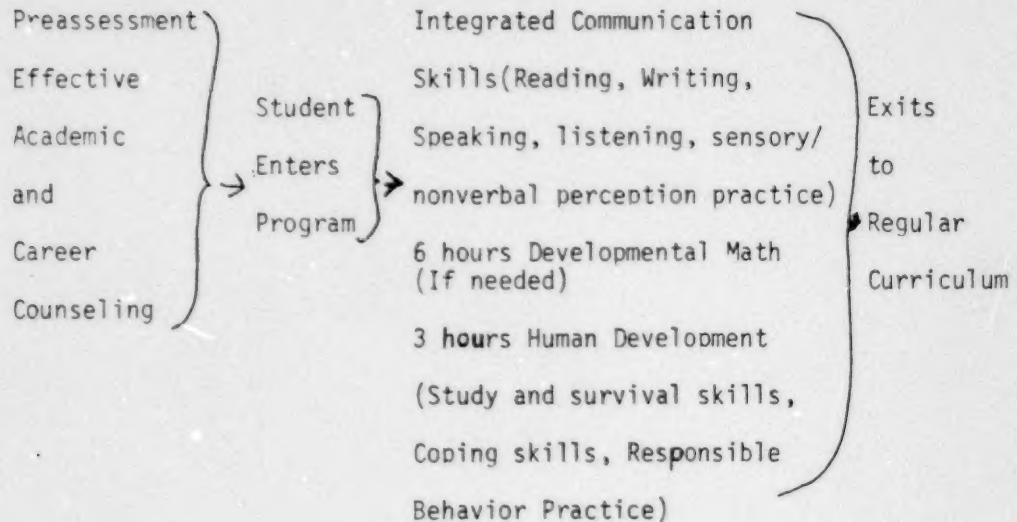
Many colleges require their verbal deficient students to take remedial courses along with regular courses. If they are lacking in reading and writing skills, they will have difficulties in their history and science courses. Below Model X reflects a mixture of regular courses and remedial courses many students must take at colleges in order to improve their reading and writing skills.

MODEL X



However, a developmental education program will provide affective-sensory learning as well as cognitive learning. Model Y represents a full-fledged developmental program which provides affective-sensory learning as well as cognitive learning.

MODEL Y



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